

Spring 2007

We have recently concluded one of our most successful annual meetings reaching an all-time level of attendance in addition to hosting participants from twenty-seven countries. In the months to come AIEA will begin to implement the constitutional changes developed and ratified at our annual business meeting in February.

I would like to expand upon the central theme of this year's annual meeting, "The Global University: Challenges and Opportunities." It is our hope that AIEA, along with its partner organizations, will play a leading role in shaping the global university in North America and abroad.

In Max Weber's classic study of the relationship between religious values and economic behavior, *The Protestant Ethic and the Spirit of Capitalism*, Weber developed the analytical construct of the ideal type. The ideal type is a heuristic device useful in making comparisons among empirical realities. Thinking of the global university as an ideal type and consistent with Weber's methodology we should set out to specify what we agree are the essential constituent components of the Global University ideal type.

Permit me to begin this exercise by drawing on the 2004 NASULGC report, *A Call to Leadership: The Presidential Role in Internationalizing the University*. The NASULGC report suggests that an institution is a global university when international and multi-cultural experiences and perspectives are fully integrated into its teaching, discovery, and engagement missions. What might this include? Again, building on the NASULGC report I propose that the principal constituents of a global university include:

- Internationalization is included in the strategic plans for all schools and colleges

- International aspects are integrated into all majors or all students (including those in the professional schools) complete a relevant internationally-focused second major, minor or certificate

- Financial, curricular and other barriers are overcome to make education abroad accessible and affordable for all students and education abroad offerings are evaluated in terms of quality and relevance to the educational and career objectives of students

- Foreign language proficiency is a requirement for all students and efforts are made to customize language instruction to fulfill the learning objectives of both non-majors and majors

- Opportunities for students' international internships are made available

- Faculty searches are international and global experience is preferred

- Faculty reward and tenure include research and teaching abroad

- Global research partnership is an institutional priority

- Senior international officers report directly to the chief academic and/or executive officer

- Senior international officers are positioned to interact effectively with deans and other councils and committees

- Barriers are eliminated to the recruitment of international students and international students are encouraged and given the opportunity to engage actively in the internationalization of the campus and local community

- American immigrant communities are drawn upon to contribute their rich expertise and experiences to the institution's learning, discovery, and engagement missions

The value of such a list is that it lends itself to the creation of metrics by which we can assess our progress on the path to the ideal type of a global university. I welcome your comments.

Sincerely,

William Brustein
2007 AIEA President